



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 12481701
SAU: MSAD 54
School: Cornville Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science and Technology Results	10-12

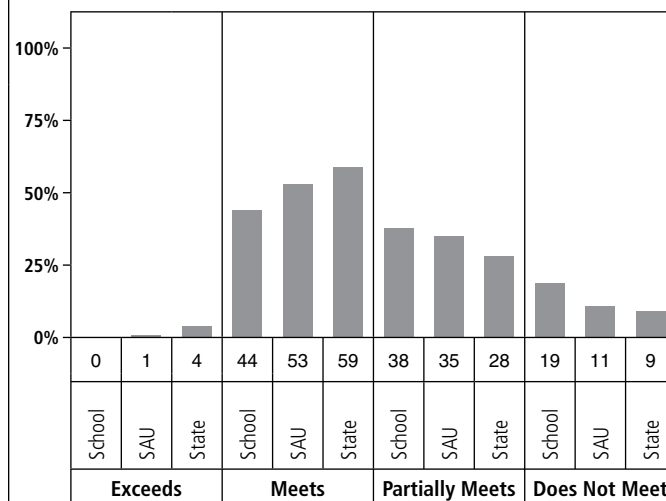
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: MSAD 54
School: Cornville Elementary School

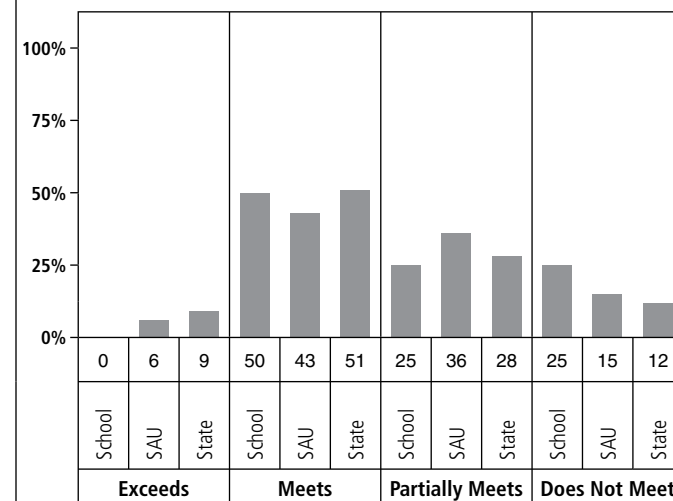
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	445	442	444
2006–2007	439	442	445
2007–2008	439	443	445
Cum. Avg. *	441	442	445
Mathematics			
2005–2006	447	442	444
2006–2007	439	441	445
2007–2008	440	442	445
Cum. Avg. *	442	442	445
Science & Technology			
2005–2006	447	441	444
2006–2007	438	439	444
2007–2008	438	440	444
Cum. Avg. *	440	440	444

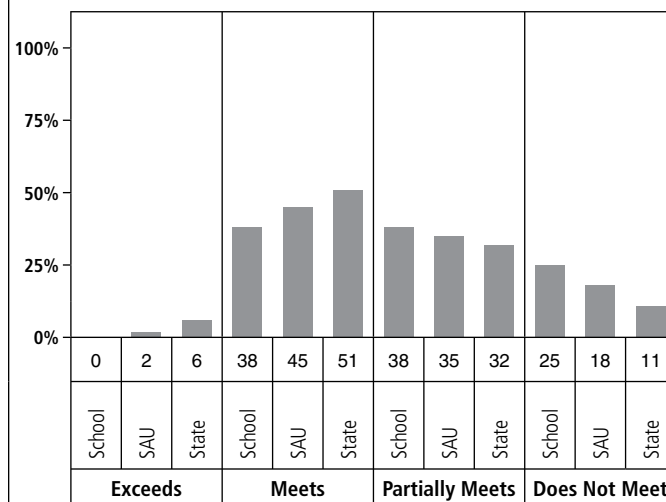
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 4
 SAU: MSAD 54
 School: Cornville Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology						School			SAU		
	School		SAU		State		School		SAU		State		School		SAU		State													
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Total number of students	16	100	207	100	14207	100	16	100	207	100	14181	100	16	100	207	100	14123	100	16	100	207	100	14115	99						
Ethnicity African American/Black	0	0	2	1	390	3	0	0	2	100	388	99	0	0	2	100	388	99	0	0	2	100	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	3	1	263	2	0	0	3	100	259	98	0	0	3	100	262	100	0	0	3	100	262	100						
Hispanic	0	0	2	1	170	1	0	0	2	100	168	99	0	0	2	100	166	98	0	0	2	100	166	98						
Caucasian/White	16	100	200	97	13282	93	16	100	200	100	13264	100	16	100	200	100	13205	100	16	100	200	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	6	38	46	22	2524	18	6	100	46	100	2514	100	6	100	46	100	2498	99	6	100	46	100	2494	99						
Current LEP	1	6	3	1	385	3	1	100	3	100	377	98	1	100	3	100	383	99	1	100	3	100	380	99						
Economically disadvantaged	7	44	109	53	5587	39	7	100	109	100	5569	100	7	100	109	100	5538	99	7	100	109	100	5534	99						
Migrant	0	0	1	0	5	0	0	0	1	100	5	100	0	0	1	100	5	100	0	0	1	100	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	11	69	157	76	10755	76	11	69	164	79	10730	76	11	69	164	79	10776	76						
Identified disability (PET/IEP)	1	9	5	3	375	3	1	9	8	5	374	3	1	9	8	5	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	1	1	114	1	0	0	1	1	114	1	0	0	2	1	115	1						
Participation with accommodations	5	31	45	22	3298	23	5	31	38	18	3267	23	5	31	38	18	3215	23						
Identified disability (PET/IEP)	5	100	36	80	2013	61	5	100	33	87	1998	61	5	100	33	87	1986	62						
LEP	1	20	3	7	225	7	1	20	3	8	233	7	1	20	3	8	229	7						
504 plan	0	0	3	7	69	2	0	0	3	8	68	2	0	0	2	5	67	2						
Other	0	0	6	13	1046	32	0	0	2	5	1023	31	0	0	3	8	987	31						
Participation through alternate assessment (PAAP)	0	0	5	2	126	1	0	0	5	2	126	1	0	0	5	2	124	1						
Identified disability (PET/IEP)	0	0	5	100	126	100	0	0	5	100	126	100	0	0	5	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 54
School: Cornville Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	0	0	5	2	601	4
	2006-2007	0	0	1	0	507	4
	2007-2008	0	0	3	1	559	4
	Cum. Total*	0	0	9	1	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	7	70	113	55	7910	57
	2006-2007	4	33	103	51	8749	63
	2007-2008	7	44	107	53	8308	59
	Cum. Total*	18	47	323	53	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	1	10	57	28	3970	29
	2006-2007	5	42	74	36	3467	25
	2007-2008	6	38	70	35	3922	28
	Cum. Total*	12	32	201	33	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	2	20	29	14	1421	10
	2006-2007	3	25	25	12	1165	8
	2007-2008	3	19	22	11	1264	9
	Cum. Total*	8	21	76	12	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	25.6	53.3	28.2	58.8	29.7	61.9
Literary Text	24	50	13.1	54.6	14.8	61.7	15.5	64.6
Informational Text	24	50	12.6	52.5	13.4	55.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 54
 School: Cornville Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	16	0	0	7	44	6	38	3	19	439	202	1	53	35	11	443	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										2						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										3						259	6	61	22	11	445
Hispanic	0										1						164	0	45	38	16	440
Caucasian/White	16	0	0	7	44	6	38	3	19	439	196	2	53	35	11	443	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	6	0	0	0	0	3	50	3	50	428	41	0	10	59	32	434	2388	0	29	44	26	437
No	10	0	0	7	70	3	30	0	0	446	161	2	64	29	6	445	11665	5	65	25	6	446
Current LEP																						
Yes	1										3						373	1	32	35	32	436
No	15	0	0	7	47	6	40	2	13	442	199	2	53	35	10	443	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	7	0	0	3	43	2	29	2	29	435	104	2	47	37	14	441	5502	1	47	37	14	441
No	9	0	0	4	44	4	44	1	11	442	98	1	59	33	7	444	8551	6	67	22	5	447
Migrant																						
Yes	0										1						5	0	40	60	0	445
No	16	0	0	7	44	6	38	3	19	439	201	1	53	34	11	443	14048	4	59	28	9	445
Gender																						
Female	8	0	0	3	38	5	63	0	0	444	104	2	58	34	7	444	6959	5	61	26	8	446
Male	8	0	0	4	50	1	13	3	38	434	98	1	48	36	15	441	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										24	0	21	58	21	438	1890	0	37	46	17	439
No	16	0	0	7	44	6	38	3	19	439	178	2	57	31	10	443	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	16	0	0	7	44	6	38	3	19	439	202	1	53	35	11	443	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 54
 School: Cornville Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	19	0	0	1	33	0	0	2	67	427	11	0	41	41	18	439	5	1	42	36	21	440
B. less than one hour	69	0	0	6	55	5	45	0	0	443	65	2	53	37	8	443	74	4	62	27	7	445
C. one to two hours	13	0	0	0	0	1	50	1	50	434	21	2	60	23	14	444	18	5	59	29	7	446
D. more than two hours	0										3	0	33	50	17	439	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	6	0	0	1	100	0	0	0	0	458	34	4	65	22	9	445	30	6	63	24	7	446
B. They match some of what I have learned.	69	0	0	5	45	4	36	2	18	441	47	0	57	34	9	443	52	4	63	27	6	446
C. They match just a little of what I have learned.	19	0	0	1	33	2	67	0	0	439	15	0	23	63	13	438	12	2	46	37	15	441
D. There is no match.	6	0	0	0	0	0	0	1	100	400	4	0	13	50	38	432	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	25	0	0	4	100	0	0	0	0	451	38	3	64	22	11	445	35	7	66	20	6	448
B. good	56	0	0	1	11	6	67	2	22	433	49	1	44	43	11	441	51	3	60	29	7	445
C. fair	19	0	0	2	67	0	0	1	33	441	12	0	54	38	8	443	12	1	44	40	16	440
D. poor	0										1	0	33	33	33	435	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	6	0	0	0	0	0	0	1	100	400	18	0	36	42	22	438	19	2	46	34	17	442
B. about the same as my regular schoolwork	81	0	0	6	46	6	46	1	8	443	60	2	59	33	6	444	62	5	64	26	5	446
C. easier than my regular schoolwork	13	0	0	1	50	0	0	1	50	433	22	2	51	33	14	442	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	13	0	0	0	0	0	0	2	100	415	14	0	26	52	22	437	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	69	0	0	5	45	5	45	1	9	442	53	1	56	35	8	443	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	19	0	0	2	67	1	33	0	0	443	34	3	60	27	10	445	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	0										18	3	59	22	16	443	18	7	64	22	7	447
B. 20 minutes to an hour	88	0	0	7	50	6	43	1	7	443	54	1	61	29	8	444	55	4	64	26	6	446
C. less than 20 minutes	0										15	3	37	50	10	441	14	2	53	33	12	443
D. I rarely read at home.	13	0	0	0	0	0	0	2	100	412	13	0	27	58	15	437	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	38	0	0	3	50	2	33	1	17	437	24	2	36	47	15	440	23	3	50	34	13	442
B. six to ten pages	31	0	0	2	40	1	20	2	40	440	24	2	66	19	13	444	25	3	60	29	8	444
C. eleven or more pages	31	0	0	2	40	3	60	0	0	441	53	1	55	35	9	443	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										100	0	50	50	0	442						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 54
School: Cornville Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	0	0	12	6	1294	9
	2006-2007	1	8	13	6	1054	8
	2007-2008	0	0	13	6	1321	9
	Cum. Total*	1	3	38	6	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	7	70	91	45	7000	50
	2006-2007	3	25	88	43	7394	53
	2007-2008	8	50	86	43	7079	51
	Cum. Total*	18	47	265	43	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	3	30	72	35	3784	27
	2006-2007	5	42	62	30	3729	27
	2007-2008	4	25	73	36	3955	28
	Cum. Total*	12	32	207	34	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	0	0	29	14	1894	14
	2006-2007	3	25	41	20	1735	12
	2007-2008	4	25	30	15	1642	12
	Cum. Total*	7	18	100	16	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.5	56.7	9.1	60.7	9.5	63.3
Cluster 2: Shape and Size	14	29	8.4	60.0	8.5	60.7	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.1	62.0	3.2	64.0	3.4	68.0
Cluster 4: Patterns	14	29	9.1	65.0	9.2	65.7	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 54
 School: Cornville Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	16	0	0	8	50	4	25	4	25	440	202	6	43	36	15	442	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										2						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										3						262	14	51	23	12	447
Hispanic	0										1						162	4	41	34	21	440
Caucasian/White	16	0	0	8	50	4	25	4	25	440	196	6	43	35	15	442	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	6	0	0	0	0	2	33	4	67	424	41	0	27	44	29	435	2372	3	31	36	30	436
No	10	0	0	8	80	2	20	0	0	450	161	8	47	34	11	444	11625	11	54	27	8	447
Current LEP																						
Yes	1										3						381	4	33	28	35	435
No	15	0	0	8	53	4	27	3	20	443	199	6	43	36	15	442	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	7	0	0	4	57	1	14	2	29	437	104	8	38	37	17	441	5472	5	41	35	19	440
No	9	0	0	4	44	3	33	2	22	442	98	5	47	36	12	444	8525	13	56	24	7	448
Migrant																						
Yes	0										1						5	0	80	20	0	448
No	16	0	0	8	50	4	25	4	25	440	201	6	43	36	15	442	13992	9	51	28	12	445
Gender																						
Female	8	0	0	5	63	1	13	2	25	442	104	9	41	32	18	443	6933	9	50	29	12	445
Male	8	0	0	3	38	3	38	2	25	438	98	4	44	41	11	442	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										24	0	21	46	33	433	1890	2	34	41	23	438
No	16	0	0	8	50	4	25	4	25	440	178	7	46	35	12	444	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	16	0	0	8	50	4	25	4	25	440	202	6	43	36	15	442	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 54
School: Cornville Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	19	0	0	1	33	0	0	2	67	428	11	5	27	36	32	435	5	6	34	33	27	438
B. less than one hour	69	0	0	6	55	3	27	2	18	444	65	5	40	41	13	442	74	10	52	28	10	446
C. one to two hours	13	0	0	1	50	1	50	0	0	438	21	12	56	21	12	447	18	10	52	28	10	446
D. more than two hours	0										3	0	50	33	17	439	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	25	0	0	2	50	1	25	1	25	446	37	8	43	39	11	444	38	13	56	23	8	448
B. They match some of what I have learned.	63	0	0	5	50	3	30	2	20	440	49	7	42	35	16	443	48	8	52	29	10	445
C. They match just a little of what I have learned.	6	0	0	0	0	0	0	1	100	402	9	0	58	26	16	441	10	4	35	39	22	439
D. There is no match.	6	0	0	1	100	0	0	0	0	460	5	0	20	50	30	433	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	25	0	0	3	75	1	25	0	0	450	36	12	48	27	12	445	35	16	55	20	8	449
B. good	50	0	0	3	38	2	25	3	38	435	46	4	43	39	14	442	48	7	52	31	11	445
C. fair	25	0	0	2	50	1	25	1	25	442	14	0	32	50	18	437	14	3	41	38	18	440
D. poor	0										4	0	25	38	38	435	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	19	0	0	1	33	1	33	1	33	431	17	6	26	41	26	437	15	4	38	33	25	439
B. about the same as my regular schoolwork	63	0	0	7	70	1	10	2	20	446	62	6	48	32	14	443	64	10	54	28	9	446
C. easier than my regular schoolwork	19	0	0	0	0	2	67	1	33	432	21	9	37	44	9	444	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	25	0	0	2	50	1	25	1	25	439	17	3	40	29	29	438	23	8	47	29	16	443
B. two or three days a week	25	0	0	2	50	2	50	0	0	447	41	11	44	35	10	445	36	11	54	27	9	447
C. two or three times each month	44	0	0	4	57	1	14	2	29	443	24	2	47	37	14	441	25	10	53	27	10	446
D. never or almost never	6	0	0	0	0	0	0	1	100	402	18	6	36	44	14	441	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	6	0	0	0	0	0	0	1	100	420	3	0	0	29	71	425	5	3	30	33	33	436
B. two or three days a week	6	0	0	0	0	1	100	0	0	430	7	0	27	53	20	435	19	8	50	30	12	445
C. two or three times each month	13	0	0	2	100	0	0	0	0	453	30	10	39	38	13	443	38	11	55	26	8	447
D. never or almost never	75	0	0	6	50	3	25	3	25	441	59	6	49	34	12	444	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	19	0	0	1	33	1	33	1	33	437	13	0	23	50	27	436	8	3	33	38	25	438
B. 30–45 minutes	31	0	0	2	40	2	40	1	20	436	32	3	42	38	17	441	27	6	48	33	13	443
C. 45–60 minutes	44	0	0	4	57	1	14	2	29	443	36	1	53	32	14	442	38	11	54	26	9	447
D. more than 60 minutes	6	0	0	1	100	0	0	0	0	448	19	26	38	31	5	448	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										100	0	50	50	0	441						
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date:	March 2008
Grade:	4
SAU:	MSAD 54
School:	Cornville Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	2	20	8	4	751	5
	2006-2007	0	0	4	2	963	7
	2007-2008	0	0	5	2	882	6
	Cum. Total*	2	5	17	3	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	4	40	87	43	7251	52
	2006-2007	3	25	67	33	6824	49
	2007-2008	6	38	90	45	7130	51
	Cum. Total*	13	34	244	40	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	3	30	81	40	4514	32
	2006-2007	7	58	92	45	4382	32
	2007-2008	6	38	70	35	4433	32
	Cum. Total*	16	42	243	40	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	1	10	27	13	1458	10
	2006-2007	2	17	40	20	1735	12
	2007-2008	4	25	37	18	1546	11
	Cum. Total*	7	18	104	17	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	7.4	61.7	7.4	61.7	8.0	66.7
Cluster 2: Physical Sciences	12	25	5.8	48.3	6.3	52.5	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.1	59.2	7.0	58.3	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	6.4	53.3	7.4	61.7	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 54
School: Cornville Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	16	0	0	6	38	6	38	4	25	438	202	2	45	35	18	440	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										2						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										3						262	5	52	28	14	443
Hispanic	0										1						162	2	38	39	21	439
Caucasian/White	16	0	0	6	38	6	38	4	25	438	196	3	44	35	18	440	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	6	0	0	0	0	2	33	4	67	426	41	0	22	49	29	434	2370	2	32	41	25	437
No	10	0	0	6	60	4	40	0	0	446	161	3	50	31	16	442	11621	7	55	30	8	445
Current LEP																						
Yes	1										3						379	1	25	35	39	433
No	15	0	0	6	40	6	40	3	20	441	199	3	45	35	18	441	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	7	0	0	3	43	2	29	2	29	435	104	1	40	38	20	439	5470	3	41	39	18	440
No	9	0	0	3	33	4	44	2	22	441	98	4	49	31	16	442	8521	9	57	27	7	446
Migrant																						
Yes	0										1						5	20	20	40	20	443
No	16	0	0	6	38	6	38	4	25	438	201	2	45	34	18	440	13986	6	51	32	11	444
Gender																						
Female	8	0	0	3	38	4	50	1	13	443	104	2	44	34	20	441	6929	6	49	33	12	443
Male	8	0	0	3	38	2	25	3	38	434	98	3	45	36	16	440	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										24	0	17	33	50	431	1888	1	32	44	23	437
No	16	0	0	6	38	6	38	4	25	438	178	3	48	35	14	442	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	16	0	0	6	38	6	38	4	25	438	202	2	45	35	18	440	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 54
School: Cornville Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	19	0	0	1	33	0	0	2	67	429	11	9	27	23	41	438	5	4	37	36	22	439
B. less than one hour	69	0	0	5	45	4	36	2	18	442	65	2	45	35	18	440	74	6	53	31	10	444
C. one to two hours	13	0	0	0	0	2	100	0	0	434	21	2	51	40	7	443	18	7	52	32	8	445
D. more than two hours	0										3	0	50	33	17	437	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	13	0	0	0	0	2	100	0	0	439	18	3	51	24	22	440	24	9	53	28	10	446
B. They match some of what I have learned.	63	0	0	4	40	4	40	2	20	437	44	2	41	40	17	439	49	6	54	31	9	445
C. They match just a little of what I have learned.	13	0	0	1	50	0	0	1	50	443	25	4	51	25	20	443	21	4	47	36	13	442
D. There is no match.	13	0	0	1	50	0	0	1	50	438	13	0	35	50	15	439	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	19	0	0	0	0	2	67	1	33	434	30	0	48	30	22	440	25	9	53	27	10	446
B. good	50	0	0	4	50	1	13	3	38	437	50	5	49	30	16	442	54	6	55	30	9	445
C. fair	31	0	0	2	40	3	60	0	0	443	17	0	26	62	12	438	19	3	43	40	15	441
D. poor	0										3	0	33	0	67	432	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	27	0	0	3	75	1	25	0	0	449	30	5	34	46	15	440	22	5	45	35	15	442
B. about the same as my regular schoolwork	67	0	0	3	30	4	40	3	30	438	50	1	46	30	22	440	62	7	53	31	9	445
C. easier than my regular schoolwork	7	0	0	0	0	1	100	0	0	438	21	2	56	29	12	442	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	6	0	0	0	0	0	0	1	100	428	14	3	52	14	31	441	24	7	48	33	12	444
B. a few times a week	56	0	0	4	44	4	44	1	11	441	30	7	45	32	17	442	53	7	54	31	9	445
C. once a week	6	0	0	0	0	1	100	0	0	438	17	0	50	38	12	440	9	6	46	33	15	442
D. a few times a month	31	0	0	2	40	1	20	2	40	436	39	0	39	43	18	439	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	6	0	0	1	100	0	0	0	0	448	18	0	36	36	28	438	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	31	0	0	0	0	3	60	2	40	433	37	1	43	38	18	440	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	38	0	0	3	50	2	33	1	17	438	22	2	51	31	16	442	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	25	0	0	2	50	1	25	1	25	444	23	6	47	32	15	442	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										100	0	0	0	100	428						
D.	0										0											